

SOME NEW THINGS IN S. S. WORK.

CLARA NIEBEL.

Being appointed by the general committee to have a paper on the subject of "Something New in S. S. Work," I feel that this is more than should be expected of one who has had so little experience in the work as I. Nevertheless, Sunday-school work in my mind is the most pleasant work in which we can engage. When our mind and soul are bound in such an important work but, there is a question whether we who are enlisted in this work give it the attention and thought at all times that we should. We have placed in our hands through Christ Jesus a responsibility which is no difficult task, and therefore any means that is consistent with good teaching, whether new or old it matters not. The idea in teaching is to attract and fix the mind of the scholars upon the subjects which we are trying to instil in their mind. Sunday-school work should be divided in different classes.

1. In no department of S. S. work is the method of teaching so important as in primary grades. With a class of disciplined and developed minds, the question is not so much how shall I teach, but what have I to teach? However, with the untrained and undeveloped mind of a child the question, how shall I teach a given truth, is a question of supreme importance. The idea that any body can teach a primary class, or that a well informed teacher can teach a primary class without having made special preparation to teach the lesson to such a class is as wrong as it is unpardonable and pernicious. Sometimes those who have prepared themselves to instruct older ones are called to the primary department. In this attempt he signally fails. Not that he did not know the substance of the lesson, but because he had not studied the manner or method of presenting that lesson to the child mind. Method, always important is doubly, yea, trebly so in primary work. The child exercises faith, hope and love more naturally and readily than adults. Frequently we hear people say of the primary teacher, "she must be able to get down on a level with her class." Nay, she must be able to get up on a level with her class in faith, hope, and trust. There must be no coming down on the part of the teacher. The Master does not invite us to come down when he demands that we receive the kingdom of God as a little child. Their minds are strong and ready in imagination. To educate the child you must develop its faculties by its own voluntary activity; in so doing the black-board is a useful article. The teacher may use it in so many ways;

by it you can attract attention and picture more clearly the object of the lesson.

2. The normal branch is one important to be considered. Of this there should be two classes, one of scholars competent to teach; another, of teachers to prepare the lesson. In every school there are vacancies to be filled; for in no school will each teacher be present every Sunday in the year. Teachers must be found to fill these vacancies, and new classes will be formed. Who is to teach them? By having the normal class this want can be supplied. The lesson will be prepared one week in advance. That is, the lesson for to-day was studied last Sunday, so that the class would to-day be prepared to teach the lesson. The teacher's normal should, each week if possible review the evening preceding the Sabbath, so that the mind may retain the points and facts in the lesson. At this meeting the pastor or teacher should preside. But an attempt should be made to select the one most capable, both intellectually and morally to fill the place. The teacher's normal is certainly the most important of all branches of the school. For how can scholars be taught if those giving instructions are not acquainted with the lesson. Is it not the "blind leading the blind," and must not the end be that teachers and scholars will fall into the ditch of ignorance? I know no better way to avoid this than by class study in which all will have an opportunity of expressing their views. And as in a multitude of council is safety, so with an interchange of thoughts and views all points will be brought out of the lesson.

There is yet another, the home class. Any person may become a member of this class by pledging that he will spend not less than a half hour each week in the study of the lesson, and that he will keep a record of the work done on blanks furnished him for that purpose. Some schools have added another promise, namely, that at some fixed time while the school is in session he will spend a moment or two in silent prayer for God's blessing on the school. And the school promises to each morning remember the *home class* especially; also each member agrees to attend the main school once each quarter if possible. This department shall have the same privilege and recognitions as any other part of the school. The members thereof shall be fully entitled to all its social and other advantages. The literature for this department shall be furnished by the school, and shall be the same as is furnished to similar classes in the school. The officers of this department should be, a su-

perintendent and secretary, and these are expected to make frequent visits among the class. The first duty of the visitor is to visit the families of his district and solicit membership. This can be done by explaining the plans and purpose of the work and kindly urging them to join. He shall give to each one joining, free of charge a quarterly, a card for individual report, a certificate of membership, and if desired, an envelope for weekly offerings. It shall be the duty of the visitor to visit his district at least once a quarter, for the purpose of furnishing literature and securing reports of work done. And, if he has time should visit more frequently. An earnest visitor may get very close to his classes and do them much good. And finally the quarterly review. The importance of review is not generally appreciated. We must review if we would remember. Not what we learn, but what we learn and *retain* enriches the mind and strengthens the character. The review ought to be a part of every lesson, and should be most carefully prepared by the teachers and superintendent. Better however than the general review would be a written examination, conducted as written examinations are in schools and colleges. This plan is growing in favor with the progressive workers.

HARD TIMES.

H. M. LICHTY.

There is much talk now of hard times. Even the contributors to the EVANGELIST are reminding us of the great financial depression. There is reason to note our condition as a nation. It is a good time to learn practical lessons of economy. We are an extravagant people. We have spent so much money in past years that the necessity of a reduction of expenditures, of a curtailing of our luxuries, sets hard on us, and we are groaning under the burdens that are imposed upon us by a reduction of our income. We must learn to economize. We can wear less costly clothing. We can do without a thousand conveniences that we have been accustomed to. However, we need good nutritious food and comfortable clothing for the body. There is not much danger that we will not have these. We are living in a land of plenty. Although in this part of our great country, eastern Colorado, our farmers, who have not had their lands under irrigation, failed in raising crops the last two seasons, yet I have heard of but few cases where the wants of the body were not supplied. It is difficult for the majority of the readers of the EVANGELIST to comprehend what it would be to have their income cut off for a period of two